

VISIT...

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Tutor Teaching Tips

Lesson 12

MATERIALS

Sound Discrimination: Final Sounds



5–8 minutes

Say the words *man* and *pan* and tell the child that the words end with the same sound: /n/ (sound, not letter name). Have the child repeat the words and the final sound.

Say the following words: *ham/ram/hat*. Have the child repeat the words and tell you which two words end with the same sound and what that sound is. Then repeat the steps with the following words, one group at a time: *pot/flag/sit (/t/)*; *run/man/rub (/n/)*; *tap/tug/mug (/g/)*; *knob/bib/no (/b/)*; *said/make/feed (/d/)*.

Say the following sentence, emphasizing the /t/ sound at the end of the words, and ask the child to clap every time he/she hears /t/: *Putt the cutt nutt in the fatt pott.* Repeat with this sentence, emphasizing the /b/ sound at the end of words: *Rub-a-dub-dub, is Bub the crab in the tub?*

Game cards

Name each picture with the child: *goat, boot, frog, slug, book, cake, crab, bib, dress, glass, pail, girl, cheese, nose, box, fox*. Spread out the cards face down on the table. Have the child turn over two cards, say the names of the pictures, and tell whether the words end with the same sound. For example, *cake* and *book* end with the same sound: /k/, and *cheese* and *nose* end with the same sound: /z/. If the child is correct, he/she can keep the cards. If the child is not correct, have him/her turn the cards face down. It is now your turn. If the child has difficulty identifying the picture or the final sound, tell him/her.

Blend Phonemes



2-3 minutes

Tell the child you are going to say a word slowly by stretching out the sounds: /grrrrooo/. Then tell the child you are going to blend the sounds together to say the word: *grow*. Repeat one more time, having the child listen carefully.

Tell the child you will say the sounds of some words and that you want him/her to blend them together to say the word.

tutor: /mmmooop/; **child:** *mop*

tutor: /sssiik/; **child:** *sick*

tutor: /ffff $\overline{\text{uuuu}}$ nnn/; **child:** *fine*

tutor: /mmm^{aa}k/; **child:** *make*

tutor: /sssseeeed/; **child:** *seed*

MATERIALS
Segment Onset and Rime


2–3 minutes

Tell the child that you are going to split a word into its first sound and its rime. Then say: *fit*: /f/...*it*. Repeat the word and have the child say the onset and rime: *fit*: /f/...*it*.

Say the following words, one at a time, and have the child segment each word into its initial sound and the rest of the word.

tutor: *tub*; **child:** /t/...*ub*

tutor: *hub*; **child:** /h/...*ub*

tutor: *tape*; **child:** /t/...*ape*

tutor: *cape*; **child:** /k/...*ape*

tutor: *goose*; **child:** /g/...*oose*

tutor: *loose*; **child:** /l/...*oose*

tutor: *coat*; **child:** /k/...*oat*

tutor: *note*; **child:** /n/...*ote*

Segment Syllables


2–3 minutes

Say the word *engine*. Tell the child you can segment the word into its syllables: *en...gine*. Have the child repeat the word and then say the syllables.

Say the following words one at a time. Have the child repeat the words and say the syllables.

tutor: *follow*; **child:** *follow*: *fol...low*

tutor: *present*; **child:** *present*: *pre...sent*

tutor: *begin*; **child:** *begin*: *be...gin*

tutor: *dangerous*; **child:** *dangerous*: *dan...ger...ous*

tutor: *tomato*; **child:** *tomato*: *to...ma...to*

 Read-aloud
book

Optional Listening Activity

Read the book *The Walrus and the Whale* or a book of your choice to the child. Show the child the illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /w/ and /wh/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning the page to ask, *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What was the whale's problem? How was the whale's problem solved? Could this story really happen? Why or why not?*

